

VISIT...

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Tutor Teaching Tips

Repeated Reading • W-1

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Desert People* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage. Read the passage again, having the child read along with you. If he/she has difficulty reading along, slow the pace or read a small chunk (one or two sentences), and then have the child read that chunk with you. Continue reading smaller chunks until you and the child have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

What common traits do deserts have? (dry without much vegetation)

Who lives in the Sonoran Desert? (the Tohono O'odham)

How did the Tohono O'odham get their food? (hunting, gathering, and planting crops)

If time permits, repeat the steps above using part 2 of the passage, *Desert People*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down on the table. Have the child draw a card, read the word, and tell you if the word is a noun (naming word), verb (action word), or could be both. For example, the word *run* can be both a verb (*I will run*) or a noun (*I go for a run*). Have the child check the answer on the back of the card. If correct, he/she can move along the game board the number of spaces indicated on the card. If incorrect, he/she cannot move. Have the child place the card at the bottom of the stack. It is now your turn. Repeat as time permits.

Part 1

Deserts may have rocky mountains, graveled plateaus, or rolling sand 10
 dunes. Some desert areas even have streams and rivers. But deserts share 22
 some common traits. Compared with the rest of the world, deserts are dry 35
 places. Deserts tend to have dry soil and not much vegetation. 46

For thousands of years, desert people have used local resources for food, 58
 water, and shelter. Desert people have found ways to adapt. 68

Tohono O'odham means "The Desert People." The Tohono O'odham are 78
 Native Americans who still live in the Sonoran Desert. 87

The Tohono O'odham used the Sonoran Desert as a supermarket. When 98
 they needed vegetables, they planted seeds and carried water to help them 110
 grow. When they needed water, they went to a spring. When they needed 123
 meat, they hunted animals. And if they needed pine nuts, they walked up 136
 into the mountains to find pine trees. 143

The Tohono O'odham hunted rattlesnakes, rabbits, and birds in the desert. 154
 In the mountains, they killed deer, bighorn sheep, and sometimes even 165
 bears. To sneak up on the deer, O'odham hunters dressed in deerskins and 178
 walked on all fours. 182



For many years, they were called the Papago. Today, Tohono O'odham is the official name of the tribe.

Part 2

Traditional Bedouin people were nomadic. They moved from place to place 11
 on camels in search of food, water, and grazing land. The Bedouin had 24
 very few possessions. 27

The Bedouin lived in low, black tents. These tents protected them from the 40
 sun, wind, and blowing sand. In a matter of hours, the Bedouin could pack 54
 up their camps and move on to their next "home." Today many Bedouins still 68
 roam the Syrian, Arabian, and Sahara deserts. 75

The Sahara Desert is the largest desert in the world. Few plants and animals 89
 live there. With few resources available, the Bedouin could not just stay in 102
 one place. They had to travel the desert in search of food and water. 116

Arabian camels were the Bedouin's close companions. These sturdy animals 126
 made nomadic life possible. Camels gave the Bedouin shelter, clothing, 136
 food, and free rides. The Bedouin wove camel hair into tents and clothing. 149
 They also drank the camels' milk and ate the camels' meat. They even 162
 burned the camels' dung to fuel their campfires! Camels were so prized 174
 that people fought over them. The Bedouin went on raids to steal camels 187
 from others. 189



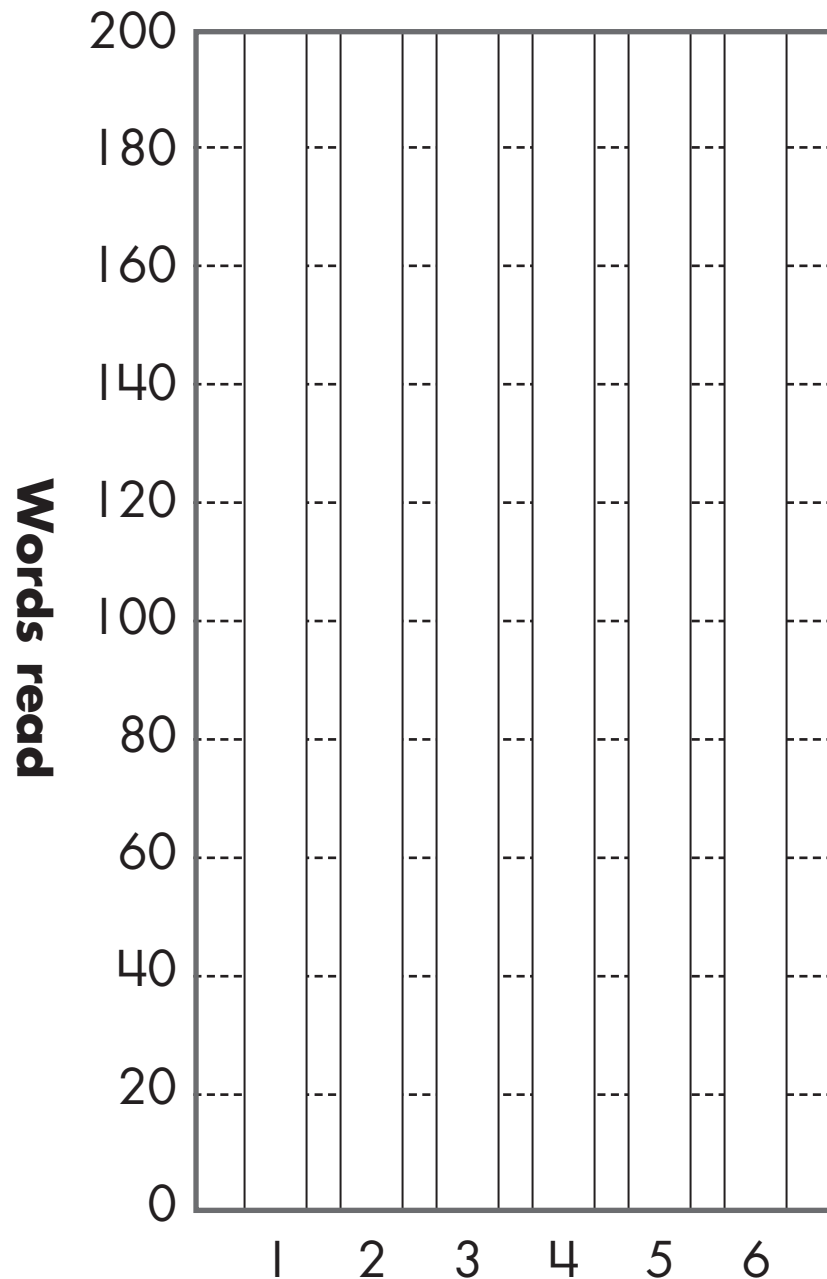
Dressed for the desert

Fluency

Repeated Reading Bar Graph

Lesson W-1

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (FRONT)

Lesson W-1

pack

rabbit

plant

animal

grow

live

wind

camels

drank

people

stole

burn

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson W-1

noun

2

both

3

noun

1

both

2

noun

1

both

4

verb

2

verb

2

both

3

verb

1

noun

1

verb

2

